



Graduate Employability and Skills Utilization: A Tracer Study of BSBA Marketing Management and BS Entrepreneurship 2024 Graduates of NEUST Atate Campus

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Abstract— This tracer study assessed the employability of BS Entrepreneurship and BSBA Marketing Management graduates of Nueva Ecija University of Science and Technology (NEUST) Atate Campus, Batch 2024. Using a descriptive design and total enumeration approach, the study covered 60 graduates from the second semester of Academic Year 2023–2024. Data were collected through an online survey and analyzed using descriptive statistics to evaluate employment status, job alignment, earnings, and training adequacy. Results show that 72% of graduates are employed, with employment rates of 77% among BSBA graduates and 62% among BS Entrepreneurship graduates. Most respondents secured employment within three months after graduation, indicating strong workforce readiness. The majority work in jobs related to their degree and report high utilization of communication, leadership, and problem-solving skills. Graduates perceive their academic training as highly adequate and recommend expanded training programs, stronger industry partnerships, and curriculum modernization. The findings confirm that NEUST Atate Campus produces employable graduates while underscoring the importance of continuous curriculum improvement.

Keywords— graduate tracer study; employability; business education; curriculum relevance; workforce readiness; skills utilization; higher education outcomes

I. INTRODUCTION

Tracer studies are widely recognized as essential tools for evaluating the relevance of higher education programs and the employability of graduates. By systematically tracking alumni outcomes, tracer research provides empirical evidence on how academic training aligns with labor market demands and industry expectations. These studies support curriculum enhancement, institutional accountability, and strategic decision-making, ensuring that graduates remain competitive in a rapidly evolving workforce (Fahmy et al., 2025). Recent literature highlights that tracer studies extend

beyond employment rates by examining job quality, relevance of training, and career progression, offering a more comprehensive assessment of educational impact.

Nueva Ecija University of Science and Technology (NEUST) – Atate Campus, located in Palayan City, Nueva Ecija, Philippines, offers business and entrepreneurship programs designed to develop professional competencies and industry-relevant skills. As a state university committed to quality assurance, NEUST Atate Campus regularly conducts tracer studies to evaluate graduate outcomes and

maintain alignment with workforce needs (Natividad et al., 2024).

In the Philippine context, tracer studies are mandated by the Commission on Higher Education (CHED) as part of institutional accountability and continuous improvement, reinforcing the importance of graduate feedback in curriculum reform (Rivera et al., 2025). The 2024 tracer study builds upon the 2023 findings to provide an updated assessment of graduate employability. By examining employment status, job alignment, skill utilization, and alumni feedback, the study seeks to generate actionable insights for program enhancement. Ultimately, the research strengthens the connection between education and employment, ensuring that graduates are prepared for sustainable career success in an increasingly competitive labor environment (Caclini-Pumihic & Binwag, 2025).

II. METHODOLOGY

This study employed a descriptive research design using a total enumeration approach to assess the employability and career outcomes of graduates. Descriptive research is appropriate for tracer studies because it aims to identify and describe characteristics of a population as they naturally exist without

manipulating variables (Deckert & Wilson, 2023). The respondents consisted of 60 graduates based on registrar records from the 2nd semester of Academic Year 2023–2024, including 21 BS Entrepreneurship graduates and 39 BSBA Marketing Management graduates. Total enumeration ensured that all identified graduates were included, allowing full population coverage and eliminating sampling bias.

Data were collected through an online survey using Google Forms. A structured tracer questionnaire developed by the researchers gathered information on demographic profile, employment status, job alignment, skills utilization, and alumni recommendations. Surveys are widely used in descriptive research to document characteristics and experiences of a defined population (Deckert & Wilson, 2023).

The survey link was distributed through Facebook Messenger, direct messages, and alumni communication channels to maximize participation. Data were analyzed using frequency counts, percentages, and weighted means. Ethical standards were strictly observed: participation was voluntary, informed consent was obtained, and all responses were kept confidential and used solely for academic and institutional improvement.

III. RESULTS AND DISCUSSION

Table 1. Gender

Gender	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Female	14	67%	31	79%	45	75%
Male	6	29%	6	15%	12	20%
Not traced	1	5%	2	5%	3	5%
Total	21	100%	39	100%	60	100%

Table 1 shows that female graduates dominate both programs, accounting for 75% of the total respondents. However, a comparison reveals that BSBA Marketing Management has a higher female proportion (79%) than BS Entrepreneurship (67%). Male representation is relatively higher in BS Entrepreneurship (29%) than in BSBA (15%), suggesting that entrepreneurship programs may attract slightly more gender diversity. Similar gender

trends were observed in tracer studies across business programs where female participation consistently exceeds male enrollment (Dassun et al., 2025). Villanueva and Binay-an (2021) likewise reported that female graduates dominate professional programs, reflecting broader participation shifts in higher education. The comparison suggests that while both programs are female-driven, entrepreneurship retains relatively stronger male representation, possibly due

to perceptions of entrepreneurial risk-taking and business ownership roles.

Table 2. Civil Status

Civil Status	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Single	17	81%	34	87%	51	85%
Married	3	14%	3	8%	6	10%
Not traced	1	5%	2	5%	3	5%
Total	21	100%	39	100%	60	100%

Table 2 indicates that the majority of graduates are single (85%), while only 10% are married and 5% were not traced. When comparing programs, both BS Entrepreneurship (81%) and BSBA Marketing Management (87%) graduates are predominantly single, with BSBA showing a slightly higher proportion. The similarity across programs suggests that most respondents are in the early stage of their professional careers, prioritizing employment and career establishment before long-term family commitments. This pattern is consistent with tracer findings across Philippine higher education

institutions. Lopez (2024) reported that recent graduates are typically single because early-career individuals focus on job mobility and skill development before entering marriage. Dassun et al. (2025) likewise observed that young business graduates tend to delay family responsibilities while stabilizing their employment trajectory. Civil status is not a determinant of employability but may influence flexibility in job location and career decisions. The present results therefore reflect a transitional demographic phase common among newly entering professionals.

Table 3. Status of Employment

Civil Status	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Casual	2	10%	0	0%	2	3%
Contractual	1	5%	7	18%	8	13%
Probationary	1	5%	2	5%	3	5%
Regular/permanent	8	38%	19	49%	27	45%
Self-employed	1	5%	2	5%	3	5%
Unemployed	7	33%	7	18%	14	23%
Not traced	1	5%	2	5%	3	5%
Total	21	100%	39	100%	60	100%

Table 3 shows important distinctions in employment outcomes between BS Entrepreneurship and BSBA Marketing Management graduates. BSBA Marketing Management graduates demonstrate higher permanent employment (49%) compared to BS Entrepreneurship graduates (38%). Conversely, BS Entrepreneurship shows a higher unemployment rate (33%) than BSBA (18%). This suggests that BSBA

graduates may experience faster workforce absorption into structured employment sectors such as corporate marketing, banking, and retail. In contrast, entrepreneurship graduates may face a transitional phase where business establishment or self-employment takes longer to stabilize. Dassun et al. (2025) similarly found that entrepreneurship graduates often experience delayed employment

stability while exploring independent ventures. Villanueva and Binay-an (2021) note that early-career unemployment is frequently linked to limited work experience rather than academic inadequacy. The

comparison indicates that BSBA graduates may benefit from clearer industry pipelines, while entrepreneurship graduates follow more varied and risk-driven career paths.

Table 4. Summary of Status of Employment

Civil Status	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Employed	13	62%	30	77%	43	72%
Unemployed	7	33%	7	18%	14	23%
Not traced	1	5%	2	5%	3	5%
Total	21	100%	39	100%	60	100%

Table 4 shows that the majority of graduates are employed (72%), while 23% remain unemployed and 5% were not traced. A program comparison indicates that BSBA Marketing Management graduates demonstrate a higher employment rate (77%) than BS Entrepreneurship graduates (62%). Conversely, unemployment is more pronounced among BS Entrepreneurship graduates (33%) compared to BSBA graduates (18%). This suggests that BSBA graduates may transition more quickly into structured employment sectors where corporate recruitment pathways are more established. These findings are consistent with tracer literature showing that business graduates entering corporate fields tend to achieve faster workforce absorption than those pursuing entrepreneurial pathways (Caclini-Pumihic & Binwag, 2025). Similarly, the 2023 NEUST tracer

study reported favorable employment outcomes among business graduates, reinforcing the institution's capacity to prepare students for labor market entry (Natividad et al., 2024). Fahmy et al. (2025) emphasize that employment transitions immediately after graduation are often shaped by industry pipelines, internships, and work-integrated learning opportunities rather than academic inadequacy. Lagatic et al. (2024) further note that early-career unemployment reflects transitional labor market conditions rather than program failure. The results therefore indicate that while both programs produce employable graduates, entrepreneurship graduates may benefit from additional incubation support and enterprise mentoring to stabilize career trajectories.

Table 5. Reason for Unemployment

Reason for Unemployment	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Advance or further study	1	14%			1	7%
Family concern	4	57%	4	57%	8	57%
Health-related reason (s)	1	14%	1	14%	2	14%
No job opportunity	1	14%		0%	1	7%
Did not look for a job			1	14%	1	7%
Lack of experience			1	14%	1	7%
Total	7	100%	7	100%	14	100%

Table 5 shows that the dominant reason for unemployment among graduates is family concern (57%), a pattern observed equally in both BS

Entrepreneurship and BSBA Marketing Management graduates. Other reported reasons include health-related conditions (14%), pursuing further studies

(7%), lack of job opportunities (7%), not actively searching for employment (7%), and lack of experience (7%). The similarity across programs suggests that unemployment is largely driven by personal and situational factors rather than differences in academic preparation. Tracer literature consistently emphasizes that early unemployment among graduates is often transitional and shaped by socio-personal conditions. Dassun et al. (2025) found that many business graduates delay employment due to readiness concerns and personal priorities, highlighting that unemployment does not necessarily indicate weak employability. Similarly, Villanueva

and Binay-an (2021) reported that lack of experience and personal decisions frequently affect immediate job entry among graduates. Lopez (2024) also observed that graduates may temporarily remain unemployed while adjusting to family responsibilities or seeking better career alignment. These findings reinforce that unemployment in tracer studies should be interpreted as part of a career transition phase rather than institutional inadequacy. The present results therefore indicate that most unemployed graduates are navigating personal life adjustments while preparing for workforce entry.

Table 6. Present Occupation

Present Occupation	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Academe	1	8%			1	2%
Banking, Finance, Insurance	3	23%	4	13%	7	16%
Food Business			1	3%	1	2%
Business Process Outsourcing	1	8%	1	3%	2	5%
Government and Quasi-government	1	8%	3	10%	4	9%
Government Employee			1	3%	1	2%
Industrial/Manufacturing	1	8%	1	3%	2	5%
Local Government Unit	1	8%			1	2%
Marketing, Sales, Logistics	5	38%	14	47%	19	44%
OFW			1	3%	1	2%
Pharmacy			1	3%	1	2%
Private Company			1	3%	1	2%
TECHVOC PROCESSING OFFICER			1	3%	1	2%
Telecom/Communications			1	3%	1	2%
Total	13	100%	30	100%	43	100%

Table 6 shows that the largest proportion of employed graduates are working in Marketing, Sales, and Logistics (44%), with BSBA Marketing Management graduates demonstrating higher representation (47%) compared to BS Entrepreneurship graduates (38%). This concentration suggests strong alignment between academic specialization and occupational placement, particularly for BSBA graduates whose curriculum directly supports marketing and sales competencies. Banking, finance, and insurance follow as the second

most common employment sector (16%), indicating that business graduates are also competitive in financial industries. BS Entrepreneurship graduates display a more diversified occupational spread, including government service, industrial/manufacturing, local government units, and business process outsourcing. This diversity reflects the flexible and multi-sector orientation of entrepreneurship education. Similar findings were reported by Dassun et al. (2025), who observed that business graduates frequently cluster in marketing

and finance sectors due to transferable business skills. Villanueva and Binay-an (2021) likewise noted that graduates with entrepreneurial training often pursue varied career paths across industries. Lopez (2024) emphasizes that occupational diversity among graduates is an indicator of adaptable competencies

and labor market responsiveness. The present results therefore suggest that both programs successfully equip graduates with employable skills, with BSBA graduates showing stronger specialization alignment and entrepreneurship graduates demonstrating broader occupational mobility.

Table 7. Present Job Position

Present Job Position	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
Managerial			6	20%	6	14%
Rank- and -file	11	85%	16	53%	27	63%
Self-employed/Owner/co-owner	2	15%	3	10%	5	12%
Supervisory	0	0%	5	17%	5	12%
Total	13	100%	30	100%	43	100%

Table 7 shows that the majority of employed graduates occupy rank-and-file positions (63%), with a higher proportion among BS Entrepreneurship graduates (85%) compared to BSBA Marketing Management graduates (53%). Managerial roles account for 14% of the total, all of which are held by BSBA graduates, while supervisory positions (12%) are also concentrated within BSBA respondents. Self-employed or owner/co-owner roles represent 12% of the graduates, with BS Entrepreneurship showing slightly higher entrepreneurial engagement (15%) than BSBA (10%). This pattern suggests that BS Entrepreneurship graduates are more likely to initiate independent ventures, while BSBA graduates tend to enter structured corporate hierarchies that offer clearer promotion pathways. Tracer literature explains that early-career graduates commonly begin

in rank-and-file roles as part of professional skill-building and organizational socialization. Dassun et al. (2025) note that managerial placement immediately after graduation is relatively uncommon and typically requires prior experience or advanced credentials. Villanueva and Binay-an (2021) similarly observed that graduates initially occupy entry-level roles before transitioning into leadership positions as competencies mature. Lopez (2024) emphasizes that self-employment among entrepreneurship graduates reflects the application of venture-creation skills rather than delayed employment absorption. The results therefore indicate a normal early-career trajectory, with entrepreneurship graduates leaning toward independent ventures and BSBA graduates progressing within formal organizational structures.

Table 8. Gross Monthly Earnings in Present Job

Gross Monthly Earning in Present Job	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Below P 5,000.00			1	3%	1	2%
P 5,000.00 to less than P 10,000.00	4	31%	7	23%	11	26%
P 10,000.00 to less than P 15,000.00	3	23%	10	33%	13	30%
P 15,000.00 to less than P 20,000.00	5	38%	9	30%	14	33%
P 25,000.00 and above	1	8%	3	10%	4	9%
Total	13	100%	30	100%	43	100%

Table 8 shows that the largest proportion of graduates earn between ₱15,000 to less than ₱20,000 (33%), followed by ₱10,000 to less than ₱15,000 (30%). A program comparison indicates that BS Entrepreneurship graduates are more concentrated in the ₱15,000–₱20,000 bracket (38%), while BSBA Marketing Management graduates are more distributed across the ₱10,000–₱15,000 (33%) and ₱15,000–₱20,000 (30%) ranges. Only a small portion of graduates (9%) earn ₱25,000 and above, reflecting the early career stage of most respondents. The minimal percentage earning below ₱5,000 suggests that most employed graduates are receiving wages aligned with entry-level professional standards. Tracer studies consistently report that early-career salaries tend to

cluster within mid-entry wage brackets as graduates accumulate work experience and professional credentials. Dassun et al. (2025) found that business graduates initially occupy moderate income levels before experiencing gradual salary growth linked to job tenure and skill specialization. Villanueva and Binay-an (2021) similarly observed that wage progression is strongly tied to experiential learning rather than immediate post-graduation placement. Lopez (2024) explains that income stability improves as graduates transition from probationary to permanent employment. The findings therefore indicate that the salary distribution reflects a typical early-career earning trajectory, with potential for upward mobility as professional experience increases.

Table 9. Number of Months/Year before getting the First Job

Number of Months/Year before getting the First Job	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1-3 months	8	62%	17	57%	25	58%
4-6 months	1	8%	8	27%	9	21%
7-9 months	0	0%	1	3%	1	2%
more than 1 year but less than two years	3	23%	2	7%	5	12%
no previous employment	1	8%	2	7%	3	7%
Total	13	100%	30	100%	43	100%

Table 9 shows that the majority of graduates obtained their first job within 1–3 months (58%) after graduation, indicating rapid workforce absorption. A comparison between programs reveals that BS Entrepreneurship graduates show a slightly faster transition (62%) compared to BSBA Marketing Management graduates (57%). However, BSBA graduates are more represented in the 4–6 month category (27%) than BS Entrepreneurship graduates (8%), suggesting a slightly longer but still reasonable job search period for some respondents. Only 12% of graduates required more than one year to secure employment, while 7% reported no previous employment. Tracer literature identifies early job placement as a key indicator of curriculum relevance

and graduate competitiveness. Dassun et al. (2025) found that most business graduates secure employment within three months when programs incorporate practical training and internship exposure. Villanueva and Binay-an (2021) similarly report that rapid employment transitions are associated with employability skills, communication competence, and work readiness. Lopez (2024) explains that delays beyond six months often reflect selective job matching rather than inability to obtain employment. The findings therefore suggest that graduates from both programs demonstrate strong labor market readiness, with only a small proportion experiencing extended transition periods.

Table 10. Method of First Job Acquisition

Method of First Job Acquisition	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
absorbed by the company with OJT			1	3%	1	2%
as walk-in applicant	4	31%	12	40%	16	37%
family business	0	0%	2	7%	2	5%
information from friends	4	31%	2	7%	6	14%
job online platforms / jobstreet	2	15%	2	7%	4	9%
recommended by someone	3	23%	11	37%	14	33%
Total	13	100%	30	100%	43	100%

Table 10 shows that the most common method of securing the first job is through walk-in application (37%), followed by being recommended by someone (33%), and obtaining information from friends (14%). A comparison between programs reveals that BSBA Marketing Management graduates rely more heavily on walk-in applications (40%) and personal recommendations (37%), while BS Entrepreneurship graduates show equal reliance on walk-in applications (31%) and information from friends (31%). Online job platforms account for only 9% of total job acquisition, indicating that informal and interpersonal networks remain dominant channels for employment entry. Tracer literature emphasizes that social capital and professional

networks play a critical role in early job placement. Dassun et al. (2025) found that referrals and personal connections significantly increase employment chances among business graduates. Villanueva and Binay-an (2021) similarly reported that peer networks and word-of-mouth remain primary job search strategies in developing labor markets. Lopez (2024) notes that online platforms complement but do not replace interpersonal recruitment pathways, especially for entry-level employment. The findings suggest that graduates benefit strongly from networking skills and relationship-building, highlighting the importance of industry linkages and alumni connections in employability development.

Table 11. Difficulties Encountered in Looking for their First Job

Difficulties Encountered in Looking for their First Job	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
few job vacancies	4	31%	8	27%	12	28%
inadequate experience	1	8%	9	30%	10	23%
lack of skills/competencies	3	23%	4	13%	7	16%
low compensation offer	2	15%	3	10%	5	12%
mismatch of educational qualifications	1	8%	2	7%	3	7%
not meeting paper requirements	1	8%	1	3%	2	5%
passing the pre-employment interview	1	8%	1	3%	2	5%
personality factors			2	7%	2	5%
Total	13	100%	30	100%	43	100%

Table 12 shows that the most common difficulty encountered by graduates in securing their first job is few job vacancies (28%), followed by inadequate experience (23%) and lack of skills or competencies (16%). A comparison between programs indicates that BSBA Marketing Management graduates report inadequate experience more frequently (30%) than BS Entrepreneurship graduates (8%), suggesting stronger competition in structured corporate employment sectors. Meanwhile, BS Entrepreneurship graduates report a higher concern regarding lack of skills (23%) compared to BSBA graduates (13%), reflecting the broader competency expectations placed on entrepreneurial roles. Other challenges such as low compensation offers, qualification mismatches, and administrative requirements appear less dominant but still contribute to early employment barriers. Tracer literature

consistently identifies limited experience and competitive job markets as primary obstacles for recent graduates. Dassun et al. (2025) explain that entry-level graduates often struggle with employer expectations for prior work exposure despite academic preparation. Villanueva and Binay-an (2021) similarly report that perceived skill gaps and insufficient vacancies are common transitional challenges rather than indicators of program failure. Lopez (2024) emphasizes that early-career barriers are typically resolved as graduates accumulate workplace exposure and professional confidence. The findings suggest that graduates from both programs face normal entry-level labor market pressures, highlighting the need for strengthened internship programs, industry partnerships, and employability training.

Table 12. Nature of the Present Job with the Course they Finished

Nature of the Present Job with the Course they Finished	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Completely related	5	38%	16	53%	21	49%
Somehow related	8	62%	13	43%	21	49%
Not related at all	0	0%	1	3%	1	2%
Total	13	100%	30	100%	43	100%

Table 12 shows that the majority of graduates are employed in jobs that are either completely related (49%) or somewhat related (49%) to the course they finished, while only 2% report employment unrelated to their degree. A comparison between programs reveals that BSBA Marketing Management graduates demonstrate stronger direct alignment, with 53% reporting completely related employment compared to 38% among BS Entrepreneurship graduates. In contrast, BS Entrepreneurship graduates show a higher proportion of somewhat related jobs (62%), suggesting broader occupational flexibility rather than strict specialization. Tracer literature identifies job-course alignment as a key indicator of curriculum

effectiveness. Dassun et al. (2025) found that business graduates often secure positions closely tied to their academic training, particularly in marketing and financial sectors. Villanueva and Binay-an (2021) similarly reported high alignment between academic programs and employment roles, indicating strong skill transferability. Lopez (2024) explains that graduates in entrepreneurship programs frequently pursue adaptable roles that apply business competencies across varied industries. The findings suggest that both programs maintain high curricular relevance, with BSBA graduates showing specialization alignment and entrepreneurship graduates demonstrating cross-sector adaptability.

Table 13. Length of Service with the Present Company

Length of Service with the Present Company	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1-3 months	3	23%			3	7%
4-6 months			4	13%	4	9%
7-9 months	1	8%	3	10%	4	9%
10-12 months	1	8%	3	10%	4	9%
more than 1 year but less than 2 years	8	62%	17	57%	25	58%
more than 2 years but less than 3 years			3	10%	3	7%
Total	13	100%	30	100%	43	100%

Table 13 shows that the majority of employed graduates have remained with their present company for more than one year but less than two years (58%), indicating a relatively stable employment pattern. A comparison between programs reveals similar retention behavior, with 62% of BS Entrepreneurship graduates and 57% of BSBA Marketing Management graduates falling within this category. Only a small proportion report employment durations below six months, suggesting that most respondents have successfully transitioned beyond probationary employment phases. Tracer literature associates longer service duration with job satisfaction, skill

alignment, and employer confidence in graduate competencies. Dassun et al. (2025) found that graduates who remain in their positions for over a year demonstrate stronger workplace integration and career commitment. Villanueva and Binay-an (2021) similarly observed that employment retention reflects adaptability and professional growth rather than temporary job placement. Lopez (2024) explains that early-career retention signals effective curriculum preparation and transferable skills. The findings therefore suggest that graduates from both programs exhibit positive employment stability, reinforcing the employability value of their academic training.

Table 15. Reason for Staying with Present Job

Reason for Staying with Present Job	BS Entrep		BSBA MM		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Family influence			1	8%	1	4%
Good management	1	8%	1	8%	2	8%
Good relationship with coworkers	6	46%	9	69%	15	58%
Good salary	2	15%	11	85%	13	50%
Job enjoyment	1	8%			1	4%
Stable company			3	23%	3	12%
To gain experience	3	23%	5	38%	8	31%

Table 15 shows that the primary reasons graduates remain in their present jobs are good salary (50%), good relationship with coworkers (58%), and the opportunity to gain experience (31%). A program comparison reveals that BSBA Marketing

Management graduates place stronger emphasis on salary (85%) compared to BS Entrepreneurship graduates (15%), suggesting that compensation is a more dominant retention factor in structured corporate employment. In contrast, BS

Entrepreneurship graduates prioritize workplace relationships (46%) and experience-building (23%), indicating a stronger focus on learning environment and professional growth. Tracer literature identifies compensation, workplace relationships, and experiential learning as major determinants of early-career retention. Dassun et al. (2025) found that competitive salary and positive work culture significantly influence graduates' decisions to remain with employers. Villanueva and Binay-an (2021)

similarly observed that interpersonal workplace support increases job commitment among young professionals. Lopez (2024) explains that many graduates intentionally remain in positions that offer skill development opportunities even when salary is moderate. The findings suggest that graduates evaluate employment not only through financial reward but also through growth potential and workplace climate, reinforcing the importance of holistic job satisfaction in career stability.

Table 16. Extent of Use of Different Skills to Present Job of the Respondents

Skills	BS Entrep		BSBA MM	
	WM	VD	WM	VD
Communication Skills	4.62	SA	4.37	SA
Human Relation Skills	4.62	SA	4.53	SA
Critical Thinking Skills	4.08	A	4.27	SA
Entreprenuerial Skills	4.15	A	4.38	SA
Comprehension Skills	4.38	SA	4.37	SA
Decsion-making Skills	4.62	SA	4.53	SA
Problem Solving Skills	4.38	SA	4.4	SA
Leadership Skills	4	A	4.47	SA
Inforntion Technology Skills	4.33	SA	4.37	SA
Research Skills	3.92	A	4.4	SA
Grand Mean	4.31	SA	4.41	SA

Legend: 1.00–1.79 = Strongly Disagree | 1.80–2.59 = Disagree | 2.60–3.39 = Neutral | 3.40–4.19 = Agree | 4.20–5.00 = Strongly Agree

Table 16 indicates that graduates from both programs demonstrate very high utilization of professional skills in their present employment. The overall grand means of 4.31 for BS Entrepreneurship and 4.41 for BSBA Marketing Management are both interpreted as Strongly Agree, confirming that respondents consistently apply core competencies in their work. Across both programs, communication, human relation, and decision-making skills receive the highest ratings, highlighting the importance of interpersonal and cognitive abilities in workplace performance. BSBA Marketing Management graduates register slightly higher weighted means in leadership, entrepreneurial, and research skills, suggesting stronger engagement in structured managerial and analytical tasks. Meanwhile, BS Entrepreneurship graduates likewise show strong skill utilization, particularly in communication and

human relations, reflecting the practical and relationship-driven nature of entrepreneurial practice. Research skills emerge as the comparatively lowest area among BS Entrepreneurship graduates, although the rating remains within the Agree range, indicating acceptable but improvable competency. These findings align with tracer literature emphasizing that soft skills and transferable competencies are key determinants of employability. Communication, leadership, and problem-solving abilities are consistently identified as critical workplace attributes (Dassun et al., 2025; Villanueva & Binay-an, 2021). Strong agreement in skill application further suggests effective curriculum-to-workplace alignment (Lopez, 2024). Overall, the results affirm that both programs equip graduates with employment-relevant competencies, reinforcing the practical value and relevance of their curricula.

Table 17. Extent of Adequacy of Training Acquired from NEUST Atate Campus

Training	BS Entrep		BSBA MM	
	WM	VD	WM	VD
Communication Skills	4.54	SA	4.67	SA
Human Relation Skills	4.46	SA	4.67	SA
Critical Thinking Skills	4.31	SA	4.53	SA
Entrepreneurial Skills	4.62	SA	4.57	SA
Comprehension Skills	4.33	SA	4.57	SA
Decision-making Skills	4.54	SA	4.67	SA
Problem Solving Skills	4.46	SA	4.57	SA
Leadership Skills	4.54	SA	4.57	SA
Information Technology Skills	4.38	SA	4.4	SA
Research Skills	4.38	SA	4.53	SA
Grand Mean	4.46	SA	4.58	SA

Legend: 1.00–1.79 = Strongly Disagree | 1.80–2.59 = Disagree | 2.60–3.39 = Neutral | 3.40–4.19 = Agree | 4.20–5.00 = Strongly Agree

Table 17 shows that graduates from both programs perceive their academic training as highly adequate, with grand means of 4.46 for BS Entrepreneurship and 4.58 for BSBA Marketing Management, both interpreted as Strongly Agree. Across all listed competencies, respondents consistently report strong agreement that the training provided by NEUST Atate Campus sufficiently prepared them for workplace demands. Communication, decision-making, leadership, and entrepreneurial skills receive particularly high ratings, suggesting that the institution effectively develops both technical and interpersonal competencies. A comparison between programs indicates slightly higher adequacy ratings among BSBA graduates, especially in communication, leadership, and critical thinking skills. However, BS

Entrepreneurship graduates show equally strong confidence in entrepreneurial skill preparation, reflecting curriculum alignment with program specialization. Tracer literature identifies perceived training adequacy as a key predictor of employment confidence and career adaptability. Dassun et al. (2025) emphasize that graduates who rate their academic preparation highly are more likely to demonstrate workplace competence and retention. Villanueva and Binay-an (2021) similarly note that strong curriculum satisfaction correlates with positive employability outcomes. Lopez (2024) explains that consistent high ratings across skill domains indicate effective institutional training design. The findings therefore confirm that NEUST Atate Campus provides training that graduates perceive as relevant, comprehensive, and workplace-ready.

Table 18. Suggestion to Improve the Employability of the NEUST Atate Campus Graduate

Suggestions to Improve the Employability of the NEUST Atate Campus Graduate	BS Entrep			BSBA MM		
	f	%	Rank	f	%	Rank
Provide students with more training programs and seminars	6	46%	1	15	50%	1
Invite more companies to participate in the school job fair	1	8%	4	6	20%	2
Develop partnership with more companies for the OJT program	4	31%	2	5	17%	3
Improvement of the OJT program	2	15%	3	2	7%	4
Improve student communication skill				1	3%	5,6
Motivate and inspire students				1	3%	5,6

Table 18 shows that the most common suggestion from graduates is to provide more training programs and seminars, ranked first in both programs, with 46% of BS Entrepreneurship and 50% of BSBA Marketing Management graduates emphasizing this need. The second strongest recommendation is strengthening industry partnerships, particularly through expanded company participation in job fairs and on-the-job training (OJT) collaborations. BS Entrepreneurship graduates prioritize developing partnerships with companies for OJT (31%), while BSBA graduates emphasize inviting more companies to recruitment activities (20%). These findings indicate that graduates recognize experiential learning and

industry exposure as essential employability drivers. Tracer literature consistently highlights that graduate employability improves when institutions integrate continuous training and employer partnerships. Dassun et al. (2025) stress that seminars, skills workshops, and professional certifications enhance job readiness. Villanueva and Binay-an (2021) similarly report that strong school-industry linkages accelerate employment opportunities. Lopez (2024) explains that improved internship structures directly influence workforce transition success. The findings suggest that NEUST Atate Campus graduates value practical training, expanded employer networks, and communication skill development as key strategies for improving employability outcomes.

Table 19. Suggestion to further improve the course curriculum

Suggestions to further improve the course curriculum	BS Entrep			BSBA MM		
	<i>f</i>	%	<i>Rank</i>	<i>f</i>	%	<i>Rank</i>
Offer more major courses / subjects based on the needs of the industry	7	54%	1	22	73%	1
Major courses must be taught by highly competent professors and with industry experience	2	15%	3,4,5,6	4	13%	2,3,4
Apply various classroom and practical activities, not just reporting, Integrate trainings	1	8%	7	1	3%	5,6,7
Integrate trainings, seminars and more job exposure in the curriculum	3	23%	2	4	13%	2,3,4
Researches such as feasibility studies, capstone projects, business plans must be conducted by each group under advisorship of another professors	2	15%	3,4,5,6	1	3%	5,6,7
Application of more current trends in business and information technology and less paper works and theories	2	15%	3,4,5,6	1	3%	5,6,7
Provide more opportunities where students can apply what they learned in the business and information technology	2	15%	3,4,5,6	4	13%	2,3,4

Table 19 shows that the strongest recommendation from graduates of both programs is to offer more major courses based on industry needs, ranked first by both BS Entrepreneurship (54%) and BSBA Marketing Management graduates (73%). This suggests a shared perception that curriculum modernization must remain closely aligned with labor market demands. The second most emphasized suggestion is integrating more training, seminars, and

job exposure within the curriculum, particularly among BS Entrepreneurship graduates (23%), reinforcing the importance of experiential learning. Both groups also highlight the need for instruction by highly competent professors with industry experience, as well as opportunities to apply current trends in business and information technology. BSBA graduates place greater emphasis on providing applied learning opportunities where students can

directly implement business and IT skills, while BS Entrepreneurship graduates stress curriculum activities that strengthen real-world readiness through feasibility studies and practical projects. Tracer literature consistently emphasizes that industry-responsive curriculum design is a major determinant of graduate employability. Dassun et al. (2025) note that graduates who perceive their coursework as industry-aligned demonstrate stronger career readiness. Villanueva and Binay-an (2021) similarly report that practical exposure and applied coursework increase workforce competitiveness. Lopez (2024) explains that continuous curriculum revision ensures that graduates remain adaptable to evolving economic sectors. The findings therefore highlight the importance of maintaining dynamic curriculum structures that integrate industry partnerships, applied learning, and contemporary business trends.

IV. CONCLUSIONS

The findings of the tracer study reveal that graduates of BS Entrepreneurship and BSBA Marketing Management from NEUST Atate Campus demonstrate generally strong employability outcomes characterized by rapid workforce entry, stable employment retention, and high curriculum relevance. The majority of graduates are employed within a short period after graduation, with BSBA graduates showing faster absorption into structured corporate employment while BS Entrepreneurship graduates follow more flexible and transitional career paths, including self-employment. Employment challenges encountered by graduates are primarily situational—such as limited vacancies and lack of experience—rather than indicative of curriculum inadequacy. Most respondents report working in jobs related to their degree, earning within expected early-career salary ranges, and remaining in their positions for over a year, suggesting job stability and workplace integration.

Graduates strongly affirm the adequacy of their academic training and the application of communication, leadership, decision-making, and problem-solving skills in their present jobs. Satisfaction with workplace relationships, compensation, and opportunities to gain experience

further reinforces positive employment outcomes. At the same time, graduates recommend strengthening training programs, expanding industry partnerships, modernizing curriculum content based on labor market needs, and increasing experiential learning opportunities. These findings confirm that NEUST Atate Campus produces workplace-ready graduates while also highlighting the need for continuous curriculum enhancement and stronger school-industry linkages to sustain and improve employability performance.

RECOMMENDATIONS

Based on the findings of the tracer study, the following recommendations are proposed to further enhance the employability of graduates from NEUST Atate Campus:

First, the institution should expand continuous training programs, seminars, and certification workshops that focus on communication, leadership, digital competencies, and workplace readiness. Graduates strongly emphasized the importance of additional training exposure, and tracer literature confirms that structured skill development programs significantly improve early-career employability (Dassun et al., 2025; Fahmy et al., 2025). Regular professional development initiatives aligned with current industry trends can strengthen graduate competitiveness and adaptability.

Second, NEUST Atate Campus should strengthen industry partnerships and employer linkages, particularly through expanded on-the-job training (OJT) collaborations, job fairs, and internship pipelines. Strong school-industry cooperation accelerates workforce absorption and reduces employment transition delays (Villanueva & Binay-an, 2021). Establishing long-term partnerships with companies ensures that students gain real-world exposure and access to recruitment networks before graduation.

Third, curriculum modernization should prioritize industry-responsive course design. Graduates recommended offering major subjects aligned with labor market demands and integrating more applied learning activities. Academic programs should regularly consult industry stakeholders to update course content and incorporate experiential

learning strategies such as simulations, feasibility studies, and enterprise projects (Caclini-Pumihic & Binwag, 2025). Continuous curriculum revision ensures that graduates remain adaptable to evolving economic sectors.

Fourth, the institution should enhance career readiness support services, including job search training, networking skills development, and interview preparation. Since personal networks play a major role in employment acquisition, students should be equipped with professional communication and relationship-building competencies (Lopez, 2024). Career coaching programs can help graduates transition more confidently into the workforce.

Finally, NEUST Atate Campus should establish a formal graduate incubation and mentoring system, particularly for entrepreneurship graduates. Business incubation support, startup mentoring, and access to funding networks can stabilize entrepreneurial career paths and reduce transitional unemployment (Dassun et al., 2025). Supporting graduates beyond graduation strengthens institutional impact and long-term employability outcomes.

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